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Grade Level: 10  Credit: 0.5 ELA for each section  NCAA Approved

**Time Requirements:**
Students will be required to do 5 hours per week of class work and to do 7.5 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments.

**Course Description:**

This year-long course emphasizes further development of reading, writing, speaking and listening, and use of language. Students will examine a variety of significant literary and informational texts and authors, and reading instruction will allow students to comprehend and analyze more complex texts independently and proficiently. Students will strengthen their ability to write clear claims, use valid reasoning and sufficient evidence in their writing, as well as write explanatory texts to examine complex ideas and concepts. Both collaboratively and individually, students will apply knowledge of language to understand how language functions in different contexts and to make effective choice for meaning and style. Students work toward meeting standard on the Common Core 9-10 grade specific standards. Completion of this course is required for graduation. The use of district wide SpringBoard curriculum will be used predominately in this course.

**Course Content:** Student will demonstrate a basic understanding of the following:

**ELA 201**
- Analyze how culture affects identity and perceptions
- Practice effective speaking and listening skills that build capacity for collaboration and communication
- Analyze the concept of voice in reading
- Apply and analyze syntactic structure in writing
- Develop academic vocabulary and demonstrate understanding of Literary Terms

**ELA 202**
- Analyze and present an oral interpretation of a monologue conveying a complex characters voice
- Evaluate and critique oral interpretations
- Analyze characters conflicting motivations of complex characters and major themes in a classic Greek drama
- Write a literary analysis essay examining the development of a tragic hero and the development of plot and theme
- Develop academic vocabulary and demonstrate understanding of literary terms

This course meets the state and Bethel School District graduation requirements.
SpringBoard helps accelerate the full implementation of the CCSS so all students can achieve the outcome defined in the new standards, including: Higher-order critical thinking skills, precision in reading and writing, accurate analysis and evaluation, problem-solving skills, deeper conceptual understanding, expanded academic vocabulary, media literacy.

For more detailed information on Common Core State Standards see the following link: http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#3

Materials (may include but are not limited to)

- SpringBoard Textbook
- Teacher-selected essays and writings

Assessments (may include but are not limited to)

- Screening
- Diagnostic assessments
- Student’s Learning Plan as a foundation for assessing learning
- Student discussions, questions, participation
- Partners sharing as teacher observes
- Student’s response to inquiry
- Student’s teaching students as teacher observes
- Teacher observation of student skills as compared to student’s learning plan
- New lessons and assessments for learning based on student’s need
- Embedded assessments

Progress

- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on monthly evaluations and the students’ ability to complete the required learning objectives for that month.
- If a student fails to make collective progress, monthly progress is deemed unsatisfactory. Student monthly progress is specifically evaluated against progress objectives, which are clearly defined in the course for each month.
- In addition to the course schedule, these learning targets may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress-learning targets will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
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ENGLISH LANGUAGE ARTS
ENG 201/202

Grading Scale: (Progress reports will be done monthly)

- **A (Excellent)** - (90-100%) Consistently scored high; demonstrated exemplary abilities through scores earned on assessments. Student showed outstanding mastery of skills they were expected to learn in this course.

- **B (Proficient)** - (80-89.99%) Consistently worked toward mastery of skills they were expected to learn in this course. Occasionally scored high; demonstrated adequate abilities through scores earned on assessments. Student shows adequate mastery of skills they were expected to learn in this course.

- **C (Standard)** - (70-79.99%) Demonstrated average abilities through scores earned on assessments. Student showed average mastery of skills they were expected to learn in this course.

- **D (Passing)** (60 – 69.99%) Demonstrates minimal understanding of the material and completion of various assessments but does not have mastery of all concepts for the course.

- **F** - (59.99% or below) Opted out of opportunities to redo assignments to show mastery of assignments. Failed or scored below average; failed to demonstrate mastery of the skills taught as determined by assessment scores.

**Relationships to other Content Areas**
- Completion of this course will require the student to integrate: social, historical, societal, and technological skills.

**Class Expectations:**
- Students will use technology with teacher permission to support learning objectives
- Students may be required to work in small groups
- Students will be to class on time
- Students will fully engage in learning opportunities
- Students will meet assignment due dates
- Students will comply with school-wide rules as set forth in the student handbook
- Additional expectations given on the first day of class